

Spring 2006

EDSE 791 002: Midpoint Portfolio (1 credit). *Prerequisite and co-requisite: must be taken after completion of the fourth EDSE prefix course or concurrently with the fourth or fifth EDSE prefix course in the program.*

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| Instructor(s): | Dr. Michael M. Behrmann |
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| Office Hours | By appointment |

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Additional Person to Contact: Jancy Templeton, Faculty Support, 110 Krug Hall, 703/993-3670, jtemple1@gmu.edu

Course Description

This course provides an opportunity for students to develop their portfolio. This serves as the vehicle to assess whether they are meeting the standards of their professional organization, the Council for Exceptional Children.

Student Outcomes

Upon completion of the course, students will have:

- Participated in cooperative learning experiences - peer portfolio development.
- Discussed issues around teacher preparation portfolio development.
- Completed either a midpoint or final performance-based portfolio that is organized by program specifications in alignment with the CEC* core and specialty area standards.
- Will have presented this portfolio to program faculty and peers.
- Provided GMU program feedback.

Course Requirements

- Midpoint Portfolio & related documents introductory narrative and artifact entries
- Portfolio development and presentation
- Active participation in providing peer feedback and reviewing student portfolios
- Program critique via electronic survey of GMU/GSE program.

Relationship of Course to Program Goals and Professional Organizations

EDSE 791 (Midpoint Portfolio) and EDSE 792 (Final Portfolio) are part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in Special Education. The program aligns with the standards for teacher licensure established by CEC, the major special education professional organization in the United States (see the CEC standards on the following web site: <http://www.cec.sped.org>) This course addresses CEC/NCATE/ABA* standards by meeting end point evaluations.

Nature of Course Delivery

Learning activities include the following: In-class discussions and review of the nature of teacher preparation program portfolios, online and face to face peer review and discussion and

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cooperative learning, application activities, and presentation of portfolios. Online support course materials are available at George Mason's Blackboard site (<http://blackboard.gmu.edu>)

NOTE:

- Regularly check blackboard announcements and GMU email for class updates. The syllabus may change according to class needs.
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pages, etc.) is prohibited during class. Please turn these devices off before the start of class.
- Exemplary work may be kept and shared in the future with student permission.

Class Schedule

| | PORTFOLIO COMPONENT DUE | CLASS/GROUP ACTIVITIES |
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| Class 1: 1/30 | Bring to 1st class session: 1. Personal laptop computer (if desired) | <ol style="list-style-type: none"> 1. Review course syllabus and related course materials 2. Overview of assessment via portfolios 3. Review CEC standards and how to select artifacts to match CEC and ABA and NCATE standards 4. Discussion on selecting artifacts for your portfolio, and developing entry pages, review class logistics. |
| Session 2: 2/27 | Bring to 2nd class: 1. 2 completed artifacts and entry pages 2. 3 additional identified artifacts. | <ol style="list-style-type: none"> 1. Discuss the nature of Initial Teacher Education Portfolios. 2. Draft portfolio entry forms for at least 2 artifacts that address 2 different CEC (ABA) content standards 3. Use Reviewer Forms to review peers' entry form(s) drafts 4. Revisit discussion of how we know if an artifact addresses a particular CEC standard. 5. Discuss organization and content of Intro Narrative. |
| Session 3: 3/27 | Bring to 3rd class: 1. Intro Narrative first draft. 2. 5 artifacts/ documents and entry pages should now be done. | <ol style="list-style-type: none"> 1. Peer review of Intro Narrative 2. Peer review of 5 portfolio entry pages and matching artifacts 3. Discuss Intro Narrative in light of reflection in teaching. 4. Discuss organization of portfolio notebook. |
| Session 4: | Bring to 4th class: | <ol style="list-style-type: none"> 1. Direct students to Online Program Critique |

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| 4/10 | 1. Revised Intro Narrative | 2. Schedule Individual portfolio reviews 3. Begin portfolio reviews using Portfolio Review Form 4. Discuss narrative content by required topic areas and discuss other potential topics that could be included. |
| Class 5: 4/24 | Bring to 5th class: 1. Completed Midpoint Portfolio a. Portfolio binder with cover b. Table of Contents c. Tabs for each section d. Intro Narrative e. 5 revised, completed entry forms with matching artifacts | 1. Presentation of portfolio to instructor in class or by appointment |

Grading Criteria

- Satisfactory – student has successfully completed course requirements for identifying and describing artifacts and developing a reflective narrative.
- In Progress – student has made a good faith effort to complete course requirements for identifying and describing artifacts and developing a reflective narrative, but needs additional development with feedback from instructor.
- No Credit – student has not provided sufficient work to evaluate progress toward meeting portfolio requirements.

Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you.

There is no need to notify the instructor of your absence from a regularly scheduled class. It is required to notify the instructor if you will be unable to attend your portfolio review.

GSE Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- **Professional Behavior and Dispositions** Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.
- **University Honor Code:** Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- **Responsible Use of Computing:** Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- **Students with disabilities:** Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Amie Fulcher, GMU Special Education Advisor, at afulcher@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

* Students in Applied Behavioral Analysis use the BACB Professional Standards for ABA with 2 artifacts each in 15 of the 16 Task Standards